Perspective

05/10/2026

School Development Plan

THE RAISE ACADEMY

The Raise Academy

Introduction

The Raise Academy Strategic Development Priorities Overview 2026-27

VITAL:

- Attendance - Reducing Persistent Absenteeism by 10%

CRUCIAL:

- Embedding the Raise Regulation System
- Broadening the Raise Curriculum Offer
- Reducing Suspensions by 10%

CURRENT:

- Developing Stakeholder Engagement
- Strengthening Student Leadership
- Embedding the Culture

Safeguarding

RAG:	Green	**Status:**	In Progress
Priority:	**High**	**Responsible:**	RH
Team:	SLT	**Monitor:**	HEAD
		Dates:	01/09/26 - 31/08/27

Intent: Safeguarding arrangements are high profile, ensuring pupils are kept safe and that statutory duties are consistently met.

Impact: Senior leaders will review safeguarding policy, practice and recording systems against the requirements of the new Ofsted framework and statutory guidance, with clear oversight of any gaps. Staff training, induction and refresher updates will be maintained so that concerns are identified, reported and followed up consistently. Leaders will monitor referrals, chronologies, attendance at safeguarding meetings and the quality of records, using regular audit and feedback to check that actions are timely and accountable. Governors or trustees will receive routine updates so that safeguarding remains a standing priority and any weaknesses are addressed promptly. Where appropriate, pupils, families and external agencies will be involved to strengthen information-sharing, early help and protective practice.

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Review safeguarding systems *Senior leaders will review the safeguarding policy, recording systems and practice against the new Ofsted framework and statutory guidance. Any gaps will be logged, prioritised and assigned to named leaders for action.*	Completed	01/09/26 to 31/08/27	RH	**High**

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Strengthen staff safeguarding training *All staff will receive updated safeguarding training at induction and through regular refreshers so that concerns are identified, reported and followed up consistently. Training will include clear expectations for recording, escalation and professional challenge.*	**Completed**	01/09/26 to 31/08/27	RH	**High**
Audit referrals and records *Leaders will carry out regular audits of referrals, chronologies, attendance at safeguarding meetings and case records. Findings will be used to check that actions are timely, decisions are clear and records are complete.*	**Completed**	01/09/26 to 31/08/27	RH	**High**
Track actions to closure *A safeguarding tracker will be maintained to monitor concerns, referrals and follow-up actions through to resolution. Leaders will review overdue actions routinely and ensure accountability for next steps.*	**Completed**	01/09/26 to 31/08/27	RH	**High**
Report to governors routinely *Governors or trustees will receive regular safeguarding updates, including key themes from audits, training completion and any emerging risks. This will support challenge and oversight where weaknesses are identified.*	**Completed**	01/09/26 to 31/08/27	HEAD	**Medium**
Work with families and agencies *Where appropriate, leaders will strengthen information-sharing with families and external agencies to support early help and protective practice. This will include timely contact, clear records of agreed actions and follow-up on outcomes.*	**Completed**	01/09/26 to 31/08/27	RH	**Medium**

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Contextual Safeguarding *Utilise local area Safeguarding Plan to identify key areas of concern and link CPD accordingly*	**Completed**	01/09/26 to 31/08/27	RH	**High**
Acknowledgement of vulnerability of cohort *Embedding what and how we do things differently - all staff trained and using knowledge, skills and understanding to implement our systems and processes*	**Completed**	01/09/26 to 31/08/27	RH	**High**
Bespoke Intervention Support *Refining responses to concerns, deploying early intervention to prevent escalation*	**Completed**	01/09/26 to 31/08/27	RH	**High**

Success Criteria

DESCRIPTION	COMPLETED
Safeguarding records are complete and up to date	**YES**
Concerns are reported and followed up consistently	**YES**
Referrals and actions are completed within expected timescales	**YES**
Chronologies show clear and accurate safeguarding history	**YES**
Governors receive routine safeguarding oversight	**YES**
Staff demonstrate secure safeguarding knowledge and practice	**YES**
Information-sharing with families and agencies is timely and clear	**YES**

Inclusion

RAG:	Green	**Status:**	In Progress
Priority:	**High**	**Responsible:**	CM
Team:	SLT	**Monitor:**	HEAD
		Dates:	01/09/26 - 31/08/27

Intent: The school's commitment to inclusion ensures that pupils with SEND are fully included in high-quality provision and that practice is consistently evidenced across the school.

Impact: Senior leaders will review current inclusion practice against the expected and strong standard criteria, identifying strengths and gaps in provision, curriculum access and evidence gathering. The SLT will strengthen accountability through regular monitoring of teaching, pupil participation, behaviour, attendance and support plans, using findings to refine provision and record impact. Staff will receive clear guidance on inclusive practice, with consistent expectations for adaptation, assessment, and review so that every teacher contributes to meeting pupils' needs. Parents, carers and external professionals will continue to be involved in review processes to ensure a holistic understanding of pupils and to support coherent next steps. Evidence for the strong standard will be systematically collected and quality assured over time through leadership oversight and routine evaluation.

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Audit inclusion against standards *SLT will review current practice against the expected and strong standard criteria, identifying strengths, gaps and priority actions for curriculum access, provision and evidence. Findings will be used to create a clear improvement and development map with termly milestones.*	Completed	01/09/26 to 16/10/26	CM	**Medium**

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Embedded quality assurance processes *Leaders will carry out regular learning walks, standards walks, book looks and pupil voice checks focused on participation, access and adaptation in lessons. Evidence will be used to refine provision and hold teams to account for inclusive practice.*	**Completed**	01/09/26 to 31/08/27	CM	**Medium**
Review attendance and behaviour *SLT will monitor attendance, behaviour and engagement of pupils with SEND, with follow-up actions for any emerging patterns. This will ensure barriers to participation continue to be identified early and addressed consistently, as part of embedded practices*	**Completed**	01/09/26 to 31/08/27	LF	**Medium**
Embed adaptive teaching guidance *Staff will receive regular, clear, guidance and support on inclusive practice, including expectations for adaptation, assessment and review. Training and follow-up support will focus on making sure every teacher uses agreed approaches consistently and practices continue to be embed*	**Completed**	01/09/26 to 31/08/27	CM	**Medium**
Improve support plan quality *Leaders will quality assure support plans so that targets, strategies and review notes are precise, current and linked to pupil need. Plans will be updated through regular review cycles and informed by evidence from class practice.*	**Completed**	01/09/26 to 31/08/27	CM	**Medium**
Involve families and professionals *Parents, carers and external professionals will be included in review meetings and planning discussions where relevant. Their views will inform next steps and continue to help build a more complete picture of each pupil's needs.*	**Completed**	01/09/26 to 31/08/27	CM	**Medium**

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Cyclical gathering of evidence of strong practice *SLT will gather and organise evidence of inclusive provision over time, including examples from teaching, pupil participation, review records and leadership monitoring. This will be checked routinely to secure consistency and support the strong standard.*	**Completed**	01/09/26 to 31/08/27	CM	**Medium**
Curriculum Offer *The breadth of the curriculum offer will be developed to include an even greater range of vocational qualifications and accreditation*	**Completed**	01/09/26 to 31/08/27	CM	**High**
Adaptive Strategies *Adaptive strategies will be clearly embedded that are part of the ordinarily available provision/universal offer for all students*	**Completed**	01/09/26 to 31/08/27	CM	**High**
Enrichment Provision *The enrichment provision will be audited using the new non-statutory framework*	**Completed**	01/09/26 to 31/08/27	CM	**High**

Success Criteria

DESCRIPTION	COMPLETED
All pupils access high-quality teaching in lessons	**YES**
Lesson adaptations are evident across classes	**YES**
Pupil participation in class is consistent and sustained	**YES**
Attendance and behaviour barriers are identified and addressed promptly	**YES**
Support plans are current, specific and reviewed regularly	**YES**
Parents, carers and professionals contribute to review processes	**YES**
Evidence of inclusion is complete, organised and quality assured	**YES**

Curriculum and Teaching

RAG:	Green	**Status:**	In Progress
Priority:	**High**	**Responsible:**	CM
Team:	SLT	**Monitor:**	HEAD
		Dates:	01/09/26 - 31/08/27

Intent: Curriculum and teaching across the school supports consistently high-quality learning, with a particular focus on literacy, access and curriculum coherence for pupils with special educational needs and disabilities. The RAISE Curriculum ensures that content is Relevant, Aspirational, Inspirational, Sequenced and Engaging for ALL students.

Impact: Senior leaders will review curriculum intent, implementation and impact across subjects to ensure that subject knowledge, vocabulary, reading and writing demands are explicitly planned and consistently taught. Subject leaders will be held to account through regular monitoring of curriculum plans, lesson visits, pupil work scrutiny and assessment information, with coaching and professional development targeted where practice is less secure. Staff will be supported to adapt teaching so that pupils can access complex content through clear explanation, scaffolding, flexible grouping and carefully selected interventions where needed. The school will use the graduated approach to identify barriers, review provision and involve parents, carers and relevant professionals so that curriculum and teaching remain responsive to pupils' needs over time.

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Audit curriculum coherence *Senior leaders and subject leaders will review curriculum plans across subjects to check that knowledge, vocabulary, reading and writing demands are clearly sequenced and build over time. Gaps or repetition will be identified and curriculum plans adjusted accordingly.*	Completed	01/09/26 to 31/08/27	CM	**Medium**

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Strengthen literacy in subjects *Each subject will identify the reading, writing and speaking demands pupils need to meet and plan explicit teaching of these within lessons. Staff will use agreed approaches for modelling, scaffolding and checking understanding in subject-specific contexts.*	**Completed**	01/09/26 to 31/08/27	LR	**Medium**
Plan key vocabulary *Subject leaders will select and map essential Tier 2 and Tier 3 vocabulary for each unit. Teachers will teach, revisit and use this vocabulary regularly so that pupils can understand and apply it in spoken and written work.*	**Completed**	01/09/26 to 31/08/27	LR	**Medium**
Develop staff teaching practice *Leaders will provide targeted coaching and professional development where lesson visits, work scrutiny or assessment show that practice is less secure. Support will focus on clear explanation, adaptive teaching, flexible grouping and effective use of interventions.*	**Completed**	01/09/26 to 31/08/27	CM	**Medium**
Review access for SEND pupils *The graduated approach will be used to identify barriers to learning, review provision and adapt teaching where needed. Individual One-Page Profiles, Universal Provisions and support plans will be updated in response to pupil need and reviewed with relevant staff.*	**Completed**	01/09/26 to 31/08/27	CM	**Medium**
Involve families and professionals *Parents, carers and relevant professionals will be involved in reviewing barriers, support and next steps for pupils with SEND. Leaders will continue to use these discussions to ensure curriculum access remains responsive over time.*	**Completed**	01/09/26 to 31/08/27	CM	**Medium**

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Check impact regularly *Senior leaders will carry out regular lesson visits, work scrutiny and assessment reviews to check how well the curriculum is being implemented and experienced by pupils. Findings will be used to refine support, challenge and define next steps for subject leaders.*	**Completed**	01/09/26 to 31/08/27	CM	**Medium**
Teaching Reading *A bespoke, yet whole-school, reading intervention programme will be timetabled across both Key Stage to not only promote reading for pleasure but develop ability, fluency and comprehension*	**Completed**	01/09/26 to 31/08/27	LR	**Medium**
Lab Schools *Senior Leader participation in the national Lab Schools Network (in association with University of Greater Manchester) programme of Instructional Rounds both as participants and as a host school contributes towards and informs the "Unleashing Greatness" agenda in both the school and the wider Trust*	**Completed**	29/09/26 to 31/07/27	HEAD	**Medium**
Instructional Rounds/Theories of Action/Protocols *Based on the Lab Schools model, Trust-level Instructional Rounds celebrate and inform the creation of YES Trust specific Theories of Action that Headteachers develop into Protocols which form the basis of whole staff triad work on a cyclical basis each term - recognising, celebrating and sharing the very best of practice in SEN and AP from an appreciative enquiry point of view*	**Completed**	29/09/26 to 31/07/27	HEAD	**Medium**

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Instructional Rounds/Theories of Action/Protocols *Following a cycle of low risk triad observation, feedback and coaching where necessary, quality assurance systems are in place to track and monitor overall effectiveness of the school improvement focus, allowing for additional supportive and developmental CPD to be signposted either at Academy or Trust level*	**Completed**	29/09/26 to 31/07/27	HEAD	**Medium**
PDM Targets *Whole school targets around the broadening of the Raise curriculum offer are set for ALL staff in ALL roles, with identified areas of contribution highlighted and expected as actions throughout the Performance Management cycle*	**Completed**	05/10/26 to 31/10/26	HEAD	**Medium**

Success Criteria

DESCRIPTION	COMPLETED
Curriculum plans show clear sequencing	**YES**
Vocabulary is taught in every subject	**YES**
Reading and writing demands are explicit	**YES**
Lesson visits show consistent teaching	**YES**
Pupil work shows stronger subject knowledge	**YES**
SEND barriers are identified and reviewed	**YES**
Families contribute to support reviews	**YES**
Assessment information informs curriculum changes	**YES**
Reading is taught and supported	**YES**

Achievement

RAG:	Green	**Status:**	In Progress
Priority:	**High**	**Responsible:**	CM
Team:	SLT	**Monitor:**	HEAD
		Dates:	01/09/26 - 31/08/27

Intent: Consistently high expectations for the individual academic and holistic achievement of each student drives accelerated progress and improved outcomes, from each starting point.

Impact: SLT will define clear achievement indicators aligned to the expected standard and the strong standard, and use these to review curriculum intent, implementation and impact across phases. Leaders will monitor pupil progress, work scrutiny and assessment information regularly, identify patterns of underachievement, and hold middle leaders and teachers to account for the quality of teaching, intervention and adaptation. Staff will use assessment information, pupil voice and parent input to refine support, with governors receiving termly reports on progress towards the target and any actions needed to secure sustained improvement.

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Define achievement indicators *SLT will ensure and quality assure clear criteria for achievement and measures for progress across each phase across all curriculum areas. These will be used consistently in curriculum and assessment reviews, informing data collection points and informing planning, as part of a data-informed culture*	Completed	01/09/26 to 31/08/27	CM	**Medium**

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Map assessment to indicators *Leaders will review current assessment information and align it to the agreed indicators so that progress, attainment and next steps are clear. Any gaps in coverage or inconsistency in judgement will be addressed with subject leaders.*	**Completed**	01/09/26 to 31/08/27	CM	**Medium**
Strengthen curriculum review *SLT will review curriculum intent, implementation and impact each term using work scrutiny, assessment information and pupil outcomes. Findings will be used to identify where adaptation is needed to secure stronger achievement.*	**Completed**	01/09/26 to 31/08/27	CM	**Medium**
Monitor intervention impact *Leaders will check that interventions are matched to pupil needs and linked to clear learning goals. Progress against these goals will be reviewed regularly so that support can be adjusted or stopped when it is not effective.*	**Completed**	01/09/26 to 31/08/27	CM	**Medium**
Sharpen teaching and adaptation *SLT will work with subject leaders to identify patterns of underachievement and hold staff to account for the quality of teaching and adaptation. Where needed, coaching and targeted support will be provided to improve consistency as part of a Trust-wide commitment to "Maximising Potential"*	**Completed**	01/09/26 to 31/08/27	CM	**Medium**
Use pupil and parent voice *Staff will continue to gather pupil voice and parent input as an embedded, cyclical processes to refine support, particularly where pupils are not making expected progress. This information will be used alongside assessment evidence when planning next steps.*	**Completed**	01/09/26 to 31/08/27	LF	**Medium**

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Report to governors termly *SLT will provide governors with a termly report on progress towards targets, including strengths, areas for concern and agreed actions. Governors will use this information to challenge and support sustained improvement as part of ongoing, regular review visits and Education Review Group (ERG) meetings*	**Completed**	01/09/26 to 31/08/27	HEAD	**Medium**
Range of qualifications *A wider range of external qualifications will be implemented as part of curriculum development*	**Completed**	01/09/26 to 31/08/27	CM	**High**
High aspirations *Consistency in the culture of high aspirations for ALL students will be ensured through CPD, tracking, monitoring and support*	**Completed**	01/09/26 to 31/08/27	CM	**High**
Quality Assurance *QA processes will be embedded as established practice*	**Completed**	01/09/26 to 31/08/27	CM	**High**

Success Criteria

DESCRIPTION	COMPLETED
Achievement indicators are in use across phases	**YES**
Assessment information shows secure expected standard	**YES**
More pupils work towards the Trust expected standard	**YES**
Underachievement is identified and addressed promptly	**YES**
Intervention goals are met for targeted pupils	**YES**
Curriculum reviews show stronger adaptation and impact	**YES**
Governors receive termly progress reports	**YES**
Pupils read fluently and with good comprehension	**NO**

Attendance and Behaviour

RAG:	Green	**Status:**	In Progress
Priority:	**High**	**Responsible:**	LF
Team:	SLT	**Monitor:**	HEAD
		Dates:	01/09/26 - 31/08/27

Intent: Attendance and behaviour are high priority with consistently high and consistent expectations across the school, with students supported to attend regularly, engage positively and experience clear routines and expectations.

Impact: SLT will establish a whole-school attendance and behaviour system with clear roles, routines and escalation processes, ensuring that attendance concerns and behaviour incidents are identified early and followed up consistently. Leaders will monitor attendance, punctuality and behaviour patterns regularly, review the impact of support for individual pupils, and hold staff to account through line management and pastoral oversight. Staff will use shared information about pupils' needs, triggers and support plans so that responses are tailored, consistent and reviewed over time. Parents and carers will be kept informed and involved where appropriate, and the school will evaluate whether actions are improving engagement, reducing disruption and strengthening pupils' readiness to learn.

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Embedding whole-school routines *Continue to embed a consistent attendance and behaviour system with clear expectations, roles and escalation routes. Ensure all staff use the same routines for attendance concerns, punctuality and behaviour incidents.*	Completed	01/09/26 to 31/08/27	LF	**Medium**
Map pupil support plans *Regularly update and maintain a shared overview of pupils' needs, triggers and support plans. Use this information to tailor responses and ensure staff apply agreed strategies consistently.*	Completed	01/09/26 to 31/08/27	LF	**Medium**

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Track attendance daily *Review attendance and punctuality each day and identify pupils at risk of poor attendance or repeated lateness. Follow up promptly with agreed actions and record the impact of support, deploying the appropriate support staff as appropriate and in line with embedded practices*	**Completed**	01/09/26 to 31/08/27	RH	**Medium**
Review behaviour patterns *Analyse behaviour incidents regularly to identify patterns by pupil, time, place and type of concern. Use the findings to adjust provision, reinforce expectations and reduce repeated disruption, remaining adaptive and deploying intervention/pastoral staff effectively, exploring opportunities to link to the Personal Development curriculum*	**Completed**	01/09/26 to 31/08/27	LF	**Medium**
Strengthen staff practice *Provide training and coaching so staff use the behaviour system consistently and respond appropriately to different pupil needs. Use line management and pastoral oversight to quality assure that agreed approaches are being followed and necessary training is identified and actioned swiftly for consistence and effectiveness*	**Completed**	01/09/26 to 31/08/27	LF	**Medium**
Work with families early *Continue to maintain clear and transparent, open lines of communication with parents and carers, keeping them informed about attendance and behaviour concerns at an early stage. Involve them in agreed support and review next steps where additional help is needed.*	**Completed**	01/09/26 to 31/08/27	LF	**Medium**
Student Leadership *Student leadership roles as ambassadors are identified, recruited and developed*	**Completed**	01/09/26 to 31/08/27	LF	**High**

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Form System *The efficacy of form systems (including inter-form competition) is refined, developed and embedded as established daily/weekly practice*	Completed	01/09/26 to 31/08/27	LF	**High**
Raise 25 *The Raise 25 student pledge is introduced*	Completed	01/09/26 to 31/08/27	LF	**High**
Restorative Practice *Restorative practice approaches are embedded to ensure consistency across the school*	Completed	01/09/26 to 31/08/27	LF	**High**
Raise Regulation *The Raise Regulation approach is embedded across the school to support early intervention and reduction of suspensions*	Completed	01/09/26 to 31/08/27	CM	**High**
Attendance roles and responsibilities *Roles and responsibilities of ALL staff are clear in supporting attendance of ALL students*	Completed	01/09/26 to 31/08/27	RH	**High**
Persistently Absent *Persistently Absent rates are reduced by 10% compared to last year*	Completed	01/09/26 to 31/08/27	RH	**High**
Attendance Audit *Attendance practices are audited against DfE attendance toolkit and actions assigned as an outcome*	Completed	01/09/26 to 31/08/27	RH	**High**
PDM Targets *Whole school targets around attendance (reducing PA by 10%) are set for ALL staff in ALL roles, with identified areas of contribution highlighted and expected as actions throughout the Performance Management cycle*	Completed	05/10/26 to 31/10/26	HEAD	**High**

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
PDM Targets *Whole school targets around suspensions (reducing by 10%) are set for ALL staff in ALL roles, with identified areas of contribution highlighted and expected as actions throughout the Performance Management cycle*	**Completed**	05/10/26 to 31/10/26	HEAD	**Medium**
PDM Targets *Whole school targets around embedding the Raise Regulation System are set for ALL staff in ALL roles, with identified areas of contribution highlighted and expected as actions throughout the Performance Management cycle*	**Completed**	05/10/26 to 31/10/26	HEAD	**Medium**

Success Criteria

DESCRIPTION	COMPLETED
Attendance concerns are identified early	**YES**
Punctuality is improved across the school	**YES**
Behaviour incidents reduce over time	**YES**
Responses to incidents are consistent	**YES**
Support plans are used by staff	**YES**
Parents and carers are engaged in support	**YES**
Pupils are more ready to learn	**YES**
Attendance is strong for all pupils and groups	**NO**
Suspensions are proportionate and reintegration is effective	**YES**

Personal Development & Wellbeing

RAG:	Green	**Status:**	In Progress
Priority:	**High**	**Responsible:**	LF
Team:	SLT	**Monitor:**	HEAD
		Dates:	01/09/26 - 31/08/27

Intent: The commitment to Personal Development & Wellbeing supports students' holistic development, improves relationships and assists with readiness to take part fully and safely in school life and beyond.

Impact: Senior leaders will define a clear whole-school approach to personal development and wellbeing, with agreed expectations understood by staff, pupils and parents. The curriculum, pastoral systems and enrichment offer will be reviewed to ensure they promote positive relationships, emotional literacy, resilience, safety and inclusion for all pupils. Leaders will monitor implementation through learning walks, pupil voice, parent feedback, behaviour and attendance information, and safeguarding and pastoral reviews, using this evidence to refine provision over time. Staff will receive targeted training and consistent guidance so that personal development and wellbeing are reinforced across lessons, routines and wider school life, with regular SLT oversight and accountability for impact.

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Define and share PD and wellbeing vision *SLT will define the clear whole-school vision and agreed approach for personal development and wellbeing, including agreed expectations for staff, pupils and parents. This will be shared through INSET, staff briefings, pupil-facing materials and parent communication so the approach is understood consistently.*	Completed	01/09/26 to 31/08/27	LF	**Medium**

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Review curriculum and routines *Leaders will continue to regularly review the curriculum, pastoral systems and daily routines to ensure they promote emotional literacy, resilience, safety, inclusion and positive relationships. Any gaps will be addressed through updated planning, guidance and resources, maximising and actively utilising the bespoke Raise Regulation System*	**Completed**	01/09/26 to 31/08/27	LF	**Medium**
Further enhance enrichment opportunities *SLT will continue to review the enrichment offer weekly to ensure pupils have regular opportunities to take part in wider school life. Provision will be adjusted so that activities are accessible and purposeful for pupils with varied needs.*	**Completed**	01/09/26 to 31/08/27	LF	**Medium**
Train staff on consistent practice *Staff will receive targeted training and clear guidance on how personal development and wellbeing are reinforced in lessons, transitions, behaviour support and wider school life. Leaders will provide follow-up support to secure consistent implementation across teams.*	**Completed**	01/09/26 to 31/08/27	LF	**Medium**
Use pupil and parent voice *Leaders will continue to gather pupil and parent views on relationships, wellbeing, safety and inclusion at planned points across the year. Findings will be used to refine provision and respond to emerging needs.*	**Completed**	01/09/26 to 31/08/27	LF	**Medium**
Track impact termly *SLT will continue to monitor and quality assure all aspects of school learning, behaviour, attendance, safeguarding and pastoral information each term. The evidence will be reviewed to identify strengths, address inconsistencies and hold leaders to account for impact.*	**Completed**	01/09/26 to 31/08/27	LF	**Medium**

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Embed Careers offer across both Key Stages *A rich careers programme will be in place as a year round provision for both Key Stages, including links via curriculum schemes, bespoke drop down days, work experience opportunities, guest speakers and external visits, supported by visits to Post-16 providers and on-site experiences*	**Completed**	01/09/26 to 31/08/27	CM	**Medium**
Enrichment Audit *Enrichment offer is audited against non-statutory guidance*	**Completed**	01/09/26 to 31/08/27	LF	**High**
Intervention offer *The full scope of the intervention offer is refined to include those facilitated by the Mental Health Counsellor*	**Completed**	01/09/26 to 31/08/27	LF	**High**
RE Curriculum *The PD offer (in all forms) is refined to include elements of the RE curriculum and statutory requirements*	**Completed**	01/09/26 to 31/08/27	LF	**High**
PD days *A metric for evaluating the impact of PD days is identified and introduced*	**Completed**	01/09/26 to 31/08/27	LF	**High**
Careers Offer *The careers education offer is reviewed to be in line with the updated statutory guidance*	**Completed**	01/09/26 to 31/08/27	CM	**High**

Success Criteria

DESCRIPTION	COMPLETED
Whole-school expectations are understood	YES
Personal development is evident in practice	YES
Pupils participate in school life	YES
Staff apply consistent approaches	YES
Pupil and parent views are positive	YES
Monitoring shows secure implementation	YES
Behaviour and attendance information is stable or improving	YES
Safeguarding and pastoral reviews show effective support	YES
Participation in PD opportunities is high	YES
Careers education prepares pupils well for future education, employment or training	YES

Leadership and Governance

RAG:	Green	**Status:**	In Progress
Priority:	**High**	**Responsible:**	HEAD
Team:	SLT	**Monitor:**	HEAD
		Dates:	01/09/26 - 31/08/27

Intent: Leadership and governance ensures a layer of accountability that supports consistent school improvement, and provide a strong oversight and a clear shared direction across the school.

Impact: The SLT will review the current leadership and governance arrangements against the expected standard and the strong standard, identifying any gaps in oversight, accountability and evidence. Progress will be tracked through the school development plan, regular monitoring of implementation, and evaluation of the impact of leadership actions on school systems, staff practice and pupil experience. Governors and senior leaders will use structured reporting, challenge and review cycles to check that priorities remain focused, that responsibilities are clear, and that evidence is gathered consistently over time. Staff, pupils and parents will be involved where relevant so that leadership decisions reflect the wider school community and support sustained improvement.

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Audit leadership and governance *The Headteacher and Governors will review current leadership and governance arrangements against the expected and strong standards. Identify gaps in oversight, accountability, evidence gathering and shared direction.*	Completed	01/09/26 to 31/08/27	HEAD	**Medium**
Clarify roles and priorities *Headteacher will update the school development plan so that key priorities, responsibilities and success measures are clear, ensuring each action has a named lead, timeline and review point.*	Completed	01/09/26 to 31/08/27	HEAD	**Medium**

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Embedding reporting cycles *A regular reporting schedule for governors and senior leaders will be consistently adhered to and embedded, using concise updates to track progress, challenge barriers and agree next steps, which are shared with the Education Review Group (ERG) on a termly basis, or as required/requested*	**Completed**	30/09/26 to 31/08/27	HEAD	**Medium**
Monitor implementation impact *Headteacher will be ensuring that leadership actions are being carried out as planned and are affecting school systems, staff practice and pupil experience, using agreed evidence sources to review impact over time.*	**Completed**	01/09/26 to 31/08/27	HEAD	**Medium**
Develop leadership and governance *Headteacher will provide for targeted training and coaching for senior leaders and governors on the expected and strong standards, ensuring effective challenge and use of evidence, using findings from the audit to focus development on the weakest areas.*	**Completed**	01/09/26 to 31/08/27	HEAD	**Medium**
Gather wider views *SLT will continue to seek views from staff, pupils and parents where relevant to test whether leadership decisions are understood and experienced positively, using this feedback to refine priorities and strengthen shared direction.*	**Completed**	01/09/26 to 31/08/27	HEAD	**Medium**
Stakeholder engagement *Stakeholder engagement processes will be embedded*	**Completed**	01/09/26 to 31/08/27	HEAD	**High**
Consistency of systems, processes and practices *Current systems, processes and practice will continue to be embedded so that it is consistent across the school*	**Completed**	01/09/26 to 31/08/27	HEAD	**High**

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
High aspirations *The culture of high aspirations for all students will be modelled by leaders, holding staff to account where practice falls below expectations*	**Completed**	01/09/26 to 31/08/27	HEAD	**High**
Respect culture *The "Respect" culture of the school will continue to be embedded as a primary and prominent school value*	**Completed**	01/09/26 to 31/08/27	HEAD	**High**

Success Criteria

DESCRIPTION	COMPLETED
Roles and responsibilities are explicit	**YES**
Governors receive regular progress reports	**YES**
Evidence is gathered consistently over time	**YES**
Leadership actions show impact on school systems	**YES**
Staff practice is more consistently aligned	**YES**
Pupil and parent feedback is positive	**YES**
Governors support in setting strategic direction and hold leaders to account	**YES**
Governors reliably discharge statutory duties and ensure oversight that joins up with safeguarding	**YES**